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ABSTRACT

The third of eight related documents, this monograph deals with the remedial reading aspects of the Reading Instruction and Pupil Personnel Services (RIPPS) program. The duties of the reading specialists in the program are described, as is the process by which children are screened and selected for the program. The prescription and remediation processes are summarized, along with the recommended role of parents in the program. Appendixes include some of the forms used to record the child's progress. (HTH)

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THE RIPPS READING PROGRAM

MONOGRAPH 1

BEST COPY AVAILABLE

RIPPS
READING INSTRUCTION & PUPIL PERSONNEL SERVICES

OFFICE OF GRANT PROGRAMS
PORTSMOUTH SCHOOL DEPARTMENT
PORTSMOUTH, RHODE ISLAND 02871

Graphics and Layout by Richard Carbotti

Prepared by the RIPPS Demonstration Project

9/78

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Introduction

Reading Instruction and Pupil Personnel Services (RIPPS) was validated in 1974 and again cited in 1976 by the United States Office of Education as one of thirty-three exemplary Title I programs across the country.

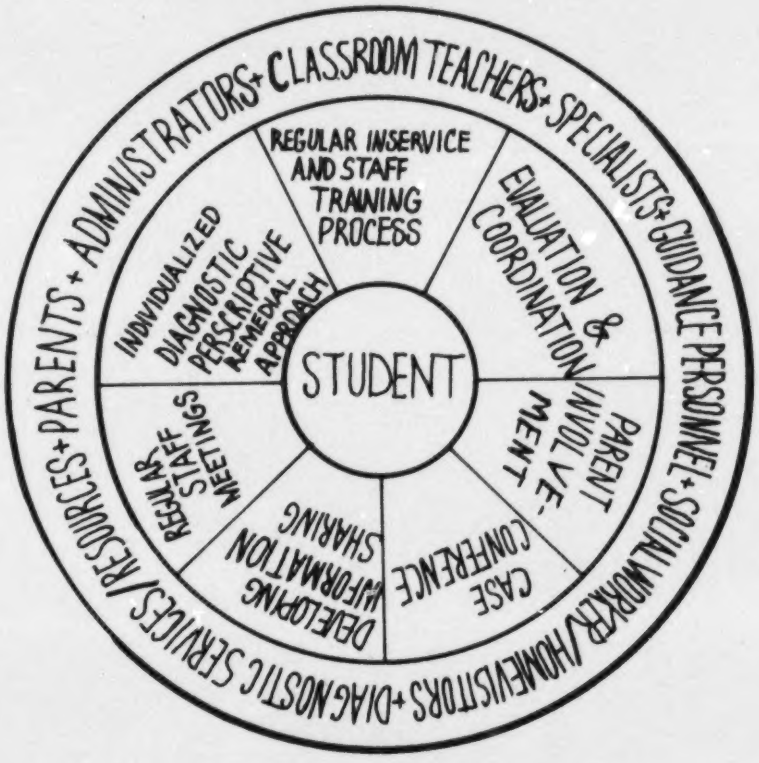
The RIPPS program, through an interdisciplinary team, offers an individualized approach in both the cognitive and affective domain and attempts to influence all factors which contribute to a child's successful development in the educational process. The program is concerned with readiness activities for perceptional development as well as establishing and developing reading skills to meet the personal needs of the child both in and out of the classroom.

The RIPPS program is comprised of two components: reading services and pupil personnel services. This interdisciplinary team operates as a whole, each contributing to insure total service to children in need of reading help. Research supports the fact there are often many problems impeding a child's educational progress, adjustment, and personal success. The RIPPS program is especially effective because it deals with the *WHOLE* child. The program operates in Kindergarten through Grade 10 in the Portsmouth, Rhode Island school system.

This monograph deals with the remedial reading aspects of the RIPPS program. The staff of this component of the program consists of a Reading Consultant, a Kindergarten reading specialist, and reading specialists who service grades 1 through 10. The Monograph on Pupil Personnel Services (Monograph #4) delineates other members of the RIPPS team and the other services provided.

The diagram below summarizes the "Who, How, and What" involved in the overall RIPPS program. The perimeter describes "who" is involved, and the spokes describe "processes" through which the student receives the necessary services, directly or indirectly, that result in his success in the classroom.

PROJECT RIPPS


CLASSROOM TEACHERS + SPECIALISTS + GUIDANCE PERSONNEL + SOCIAL WORKER/HOME VISITORS + DIAGNOSTIC SERVICES/RESOURCES + PARENTS + ADMINISTRATORS
REGULAR INSERVICE AND STAFF TRAINING PROCESS
EVALUATION & COORDINATION
PARENT INVOLVEMENT
CASE CONFERENCE
DEVELOPING INFORMATION SHARING
REGULAR STAFF MEETINGS
INDIVIDUALIZED DIAGNOSTIC PERSCRIPTIVE REMEDIAL APPROACH
STUDENT

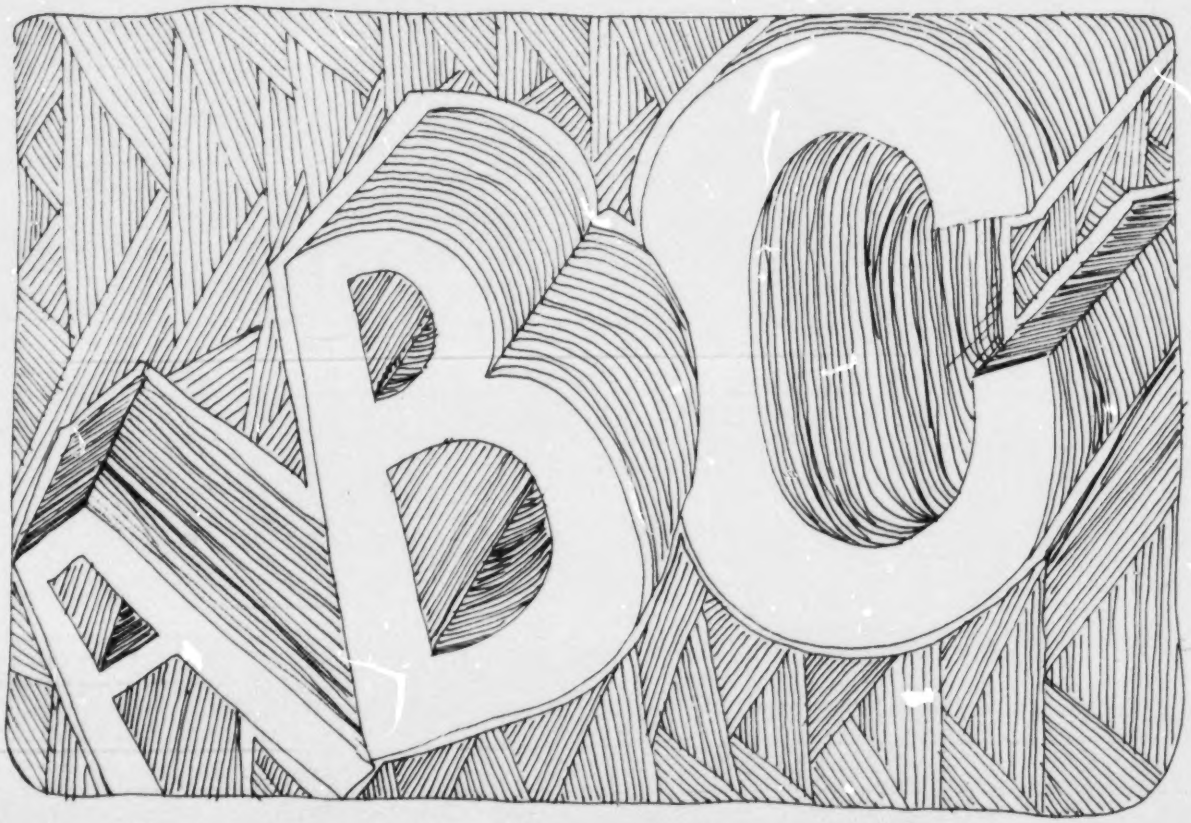
The Reading Program

From Kindergarten through grade 10 the RIPPS remedial program is a basic diagnostic/ prescription/remediation program. The number of reading specialists and number of children served differ at each grade level. The manner in which the RIPPS reading specialists function differs somewhat at each level as well. Due to the ages of the children at each level and the diagnostic instruments which can be used, there are some minor differences in the student selection process at the various levels.

At all levels the reading specialist has two primary functions: (1) to act as supplementary remedial teacher to the student, and (2) to act as a consultant/resource person to the classroom teacher. The general goals of the program from Kindergarten through grade 10 are the same: (1) to bring about an improvement in the students' readiness or reading level, and (2) to improve the students' attitude about learning and about himself. To accomplish this the reading specialists work closely with the RIPPS pupil personnel staff, the classroom teachers, administrators and the parents.

Throughout the program, in order to determine which children are most in need of special help, project guidelines require that:

- an objective process including standardized tests be used to determine which children are most in need of special services.
- diagnostic testing of present skills and abilities for those children selected to participate.
- classroom teacher referrals, past performance records, and parental input be used to establish an individual reading program for selected students.



The Selection Process

The selection process is the first phase in the RIPPS reading instruction program. (See Monograph #8 on Selection). Briefly, the selection process operates in this manner:

KINDERGARTEN

In Kindergarten an extensive Early Identification Program (See Monograph #3 on Early Identification) is used which includes parent awareness sessions and health screening in the spring prior to entrance to Kindergarten. In September all Kindergarten children are given the *Search* test and the *Boehm Test of Basic Concepts*. These tests are given on an individualized basis. This information plus teacher input is used in a scaled score process to find the students most in need of service.

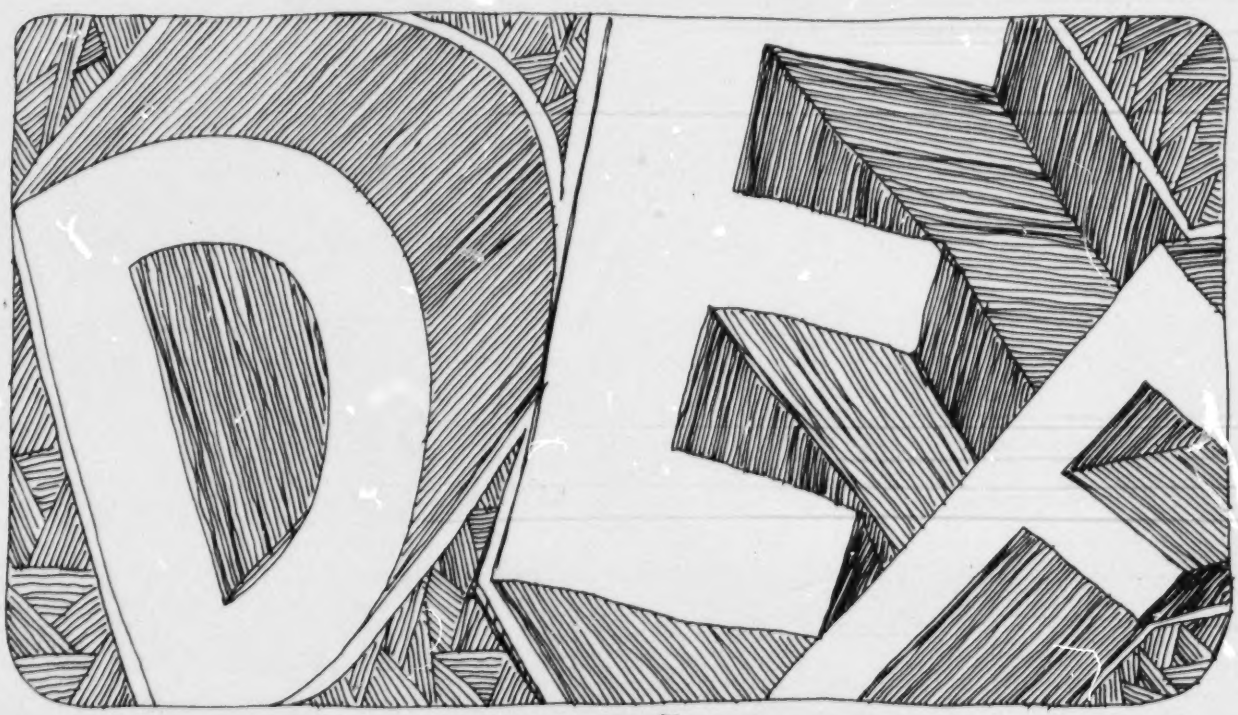
GRADES 1 THROUGH 4

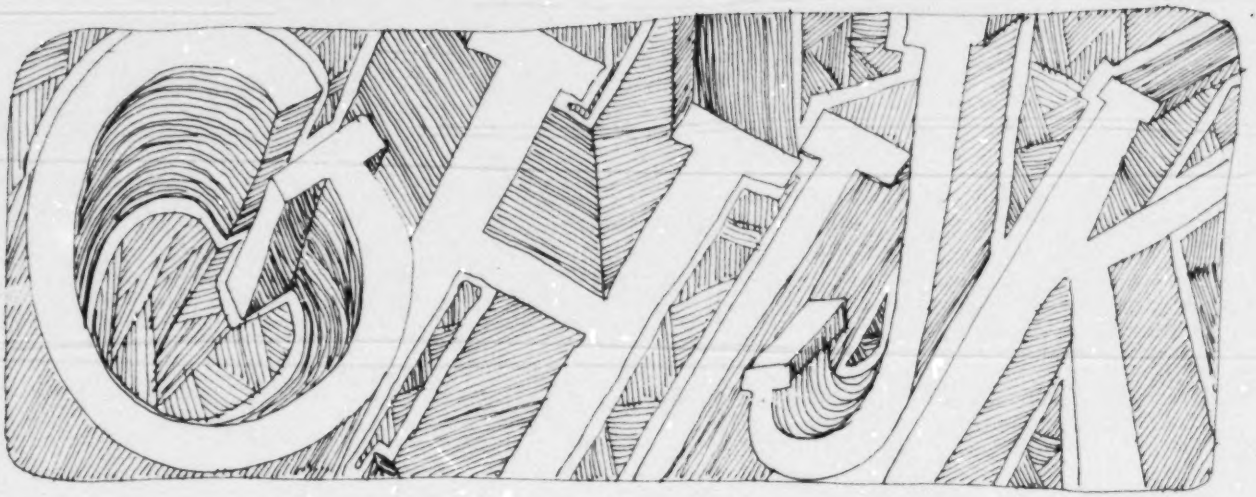
For Grade 1 the *Metropolitan Readiness Test* is used. It is administered in late spring of the Kindergarten year in order to select students who will participate in the Title I program in the fall. Because of the nature of the Kindergarten program more weight is given to the teachers' recommendations than at other grade levels.

In grades 2 through 4 the *Science Research Associates* (SRA) reading and language arts scores are used for initial selection along with teacher recommendations. The *SRA Achievement Assessment* is given to all students in Portsmouth in the spring. At the grade two through four level a diagnostic classroom inventory is used in addition to standardized test scores and teacher recommendations.

GRADES 5 THROUGH 10

At this level the SRA testing program breaks down reading scores into comprehension and vocabulary. This allows the staff to place greater emphasis on comprehension than on vocabulary. The language arts score also takes on more importance. As in other levels of the program the SRA is done in the spring. The three test scores (vocabulary, comprehension and language arts), and teacher recommendations are used in the final selection of Title I students.





Diagnostic Follow-up

Once the population for the reading program has been established, individual diagnostic testing is begun.

KINDERGARTEN

Those children selected for the Kindergarten Program will have been given *Search* and the *Boehm*. This will clarify the readiness areas which the child needs to develop. The areas screened by *Search* are:

- Visual matching
- Visual recall
- Visual motor
- Rate sequencing
- Body image
- Auditory discrimination
- Auditory memory
- Fine motor skills
- Directionality
- Pencil group

The *Boehm* provides information on the child's knowledge of concepts involving space, time and quantity.

GRADES 1 THROUGH 10

From Grade 1 up each child is tested with the *Silvaroli Classroom Reading Inventory*, the *Dolch Word List* and *Croft Word Analysis*. The Silvaroli test provides the teacher with reading scores on the independent, instructional and frustrational reading levels of the students as well as a listening capacity score.

The *Dolch* list of 220 service words gives the teacher information on the child's sight vocabulary. An analysis of errors yields information about the child's word attack skills and other reading problems.

The *Croft Word Analysis Test* helps to pinpoint the student's weaknesses and strengths. It covers readiness skills, alphabet, recognizing sound symbols, blending, visual discrimination, beginning and ending sounds, blends, vowels and structural analysis. As a result of these screening processes a program can be developed to suit each student's individual area(s) of weakness. For children who are reading at or above the 2.2 level, the *Croft Comprehension Test* is used. This helps to determine where the child's comprehension difficulties lie. Other tests are given when necessary to further define a student's strengths and weaknesses. This information is incorporated in the remediation program.

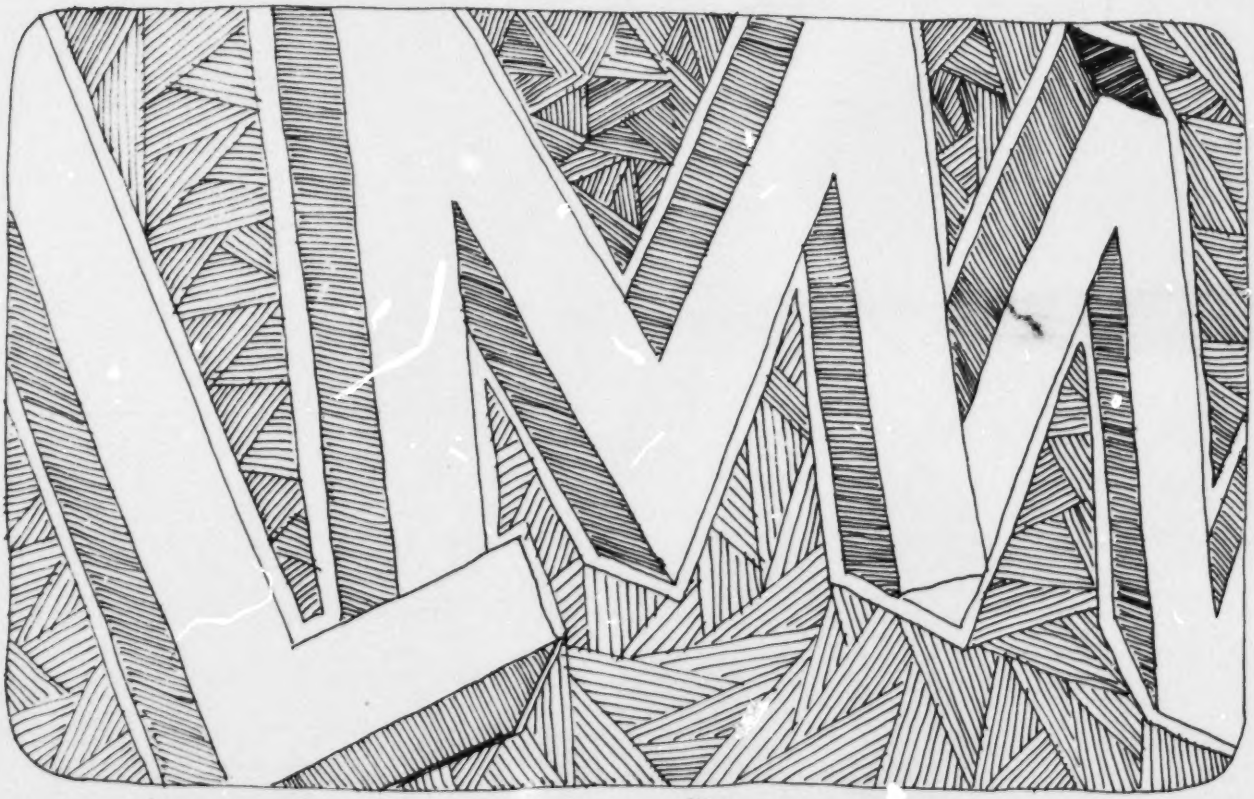
The results of all the diagnostic instruments provide the information necessary to write an individual prescription sheet for each child. (See Appendix.)

Parents Involvement And Prescription Procedure

Parents of those children who will be participating in the program are personally contacted and informed by the reading teacher, and an interview with the parents and the reading teacher is arranged. The purpose of this meeting is to inform the parents of the fact that their child has been selected for the RIPPS program and the reason for the selection. An explanation is given concerning the steps taken by the teacher to compile an individual reading prescription. It is important for the reading teacher and the parents to share information that will be used in the prescription and in the specific intervention program. Parents are encouraged to contact the reading teacher, guidance personnel, social worker and project director whenever they feel there are problems. The teachers also provide parents with information on parent study groups which are available. (See Monograph #5 Parenting Skills).

Using the information gathered from the diagnostic tests, classroom teacher and parent interviews, a prescription is written by the reading teacher for each student.

This prescription defines weaknesses and possible methods for remediation. Each prescription will probably contain several weaknesses. In planning for remediation, the reading teacher will choose priorities as to remediation. For example, a student may have weaknesses in both word recognition and comprehension. The reading teacher will decide if the word recognition is causing the comprehension problem and will use this knowledge in writing the prescription. The prescription for each student is usually a long range plan for the year, but may be altered as the need arises. An intervention sheet has been effectively used by the Project to prescribe objectives, methods and activities for both the classroom and reading teacher. Not only are these beneficial in remediating problems but are helpful in keeping dates and records of each student's progress each time he is seen by the reading teacher. The classroom teacher has an identical sheet which may be used in the same way. This is especially a necessity at the high school level in keeping the reading teacher up to date as to what is occurring in the clasroom and the classroom teachers abreast of student activities in reading. Sample copies of intervention sheets are contained in the Appendix.



Remediation

The remediation of reading problems is achieved in a variety of ways. Teachers are creative in their use of teaching materials and methods for remediating reading problems. Teacher made materials, as well as published materials are used in a variety of ways.

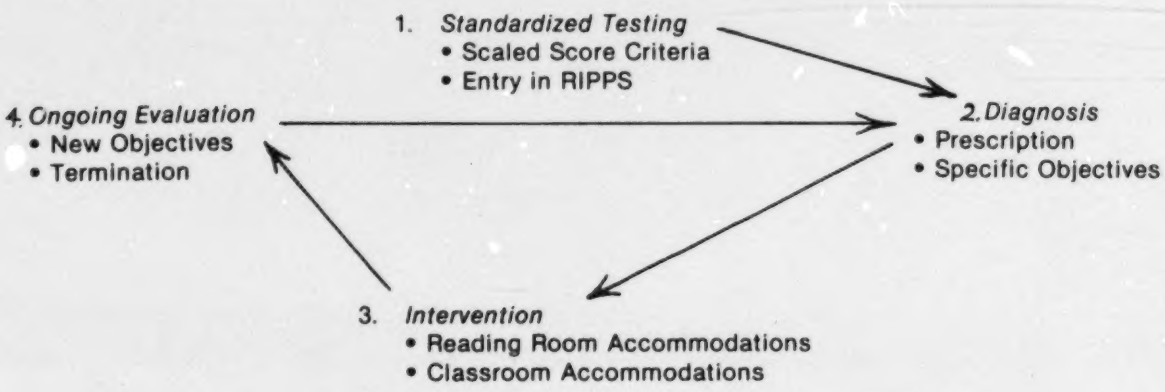
When planning for remediation, teachers must match methods and materials to the area of reading (this may be word recognition or comprehension) as well as to the appropriate use (this may be group, individual or classroom teacher).

Teacher observation is one of the most reliable means of matching materials and methods to a student's learning style and evaluating the student's performance. Many times a change in method or activity will bring about the desired results, so the reading teacher's facility with techniques and materials is profitable.

The classroom teacher and the reading teacher share information as to remediating reading problems. This usually leads to the reading teacher adjusting her reading program to match the classroom teacher's program or vice versa. If a student is working on short "e" in the classroom, the reading teacher would definitely not work on short "o". There is a joint effort in remediating reading problems.

Depending on the severity of the reading problem and the grade level, students work at times in small groups for remediation. Groups are organized so that remediation is in the same area of deficiency. However, even within a small group each member may not have similar learning styles or work habits therefore, the reading teacher must set up each reading session to fit each individual student. This individual program enables the student to meet many successes which contribute to a good self image. The reading teacher is able to observe the student closely and is able to have much individual contact with the student. In this way she not only has insight into the student's progress, but is able to give the classroom teacher significant information.

The Yearly Cycle For The Reading Component Of The RIPPS Program



The guidance counselor and the reading teacher work closely together with the RIPPS children which allows the counselor to observe the children in small group situations as well as in their classroom. By observing the small and large group dynamics, the guidance counselor can assess a child's social development. If help is needed in this area, the guidance counselor can provide for this.

The reading teacher also may find that after working with this child the need for more in-depth evaluation may become apparent. The guidance counselor is asked to see the child and to make the necessary arrangements for psychological testing or for testing by the reading consultant. These individual evaluations are conducted by the school psychologist, consultant clinical psychologist or for extreme cases the consultant psychiatrist. The results of such evaluations give specific suggestions as to the best way to work with the child. (See Monograph #4 Pupil Personnel Services).

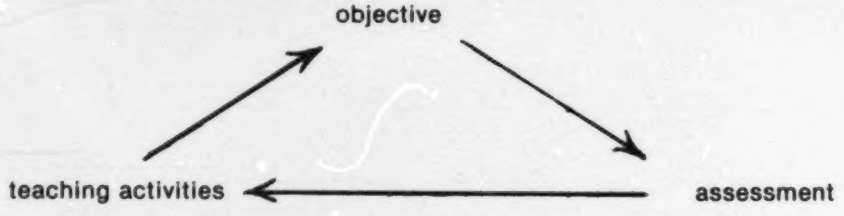
RIPPS in The Middle School

As at other levels the Middle School RIPPS program begins with the diagnostic process once the selection of students has been completed. In addition to the test already mentioned other diagnostic tests suitable to grades 5 through 8 may be added. All test data is compiled into a prescription of the students' strengths and weaknesses in the reading area.

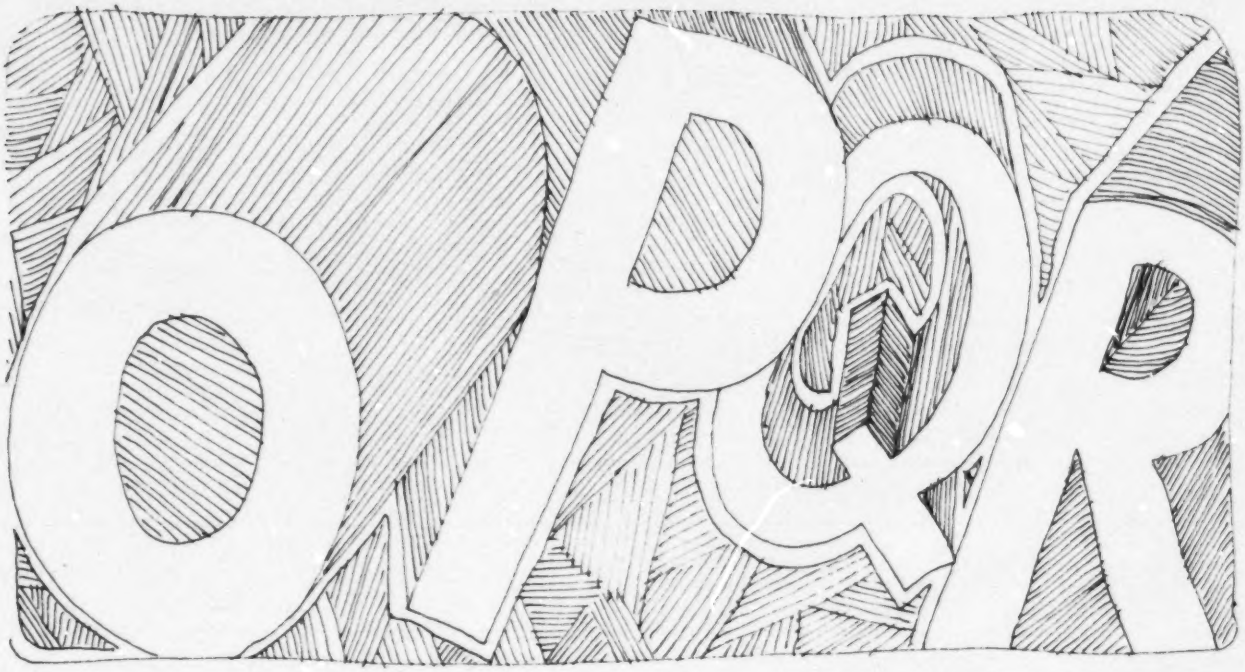
The reading specialist, the middle school guidance counselors, the elementary guidance counselors and the social worker meet with the classroom teachers to discuss the total child and previous test results. In addition to reading information, the discussion includes the students' health records, attendance in school, past academic performances, attitude, personality characteristics and social adjustment. Other evaluations are sometimes available. These may include a psychological evaluation, a learning disability report, a psychiatric evaluation and/or a child development center evaluation. If the child has been in the RIPPS program previously, a social history has already been obtained by a RIPPS social worker and is available and reviewed. (See Monograph #4 Pupil Personnel Services). The purpose of this information sharing is to design an appropriate and comfortable reading program for the child and teacher.

A conference is held by the reading teacher with the parents during which parents often ask how they can help at home. Suggestions for activities are offered which they can perform in reading. Parents are important in the RIPPS plan. They contribute a great deal to the understanding of a child which is so necessary to maximize the child's potential.

At the onset of the program the reading resource teacher and the classroom teacher agree on objectives and goals on which to begin working. The reading resource teacher offers suggestions; acquires and distributes materials for the teacher to use (such as books, filmstrips, practice sheets); assures production of specialized materials; and assists the classroom teacher in carrying out their responsibility for the child's reading progress. The teacher and the reading specialist meet on a regular basis to review the child's progress. If the child has achieved mastery of an objective or goal, work is begun on the next objective. The cycle is an ongoing process of stating goals and objectives, planning instructional strategies for teachers, assessing and reassessing progress, and reworking the objectives if mastery has not been reached.



The reading resource teacher also meets with small groups of students for instruction. This instruction is for short lengths of time (3-4 weeks) and to fulfill a particular objective. In grades 7-8 special reading instruction must be arranged to prevent any stigma being placed on a student by his peers. In these grades students are reluctant to leave their classroom for special instruction. Services are more fruitful when the reading specialist goes into the classroom and functions as another teacher in the room.



RIPPS In The High School

Due to differences in scheduling in a comprehensive high school and the number of subject area teachers who work with each student, the RIPPS program operates almost totally as a resource program.

Because of the high degree of cooperation between the reading teacher, guidance counselors, subject area teachers, and administrators there is little or no division between the teaching of reading and the teaching of content area material. Most of the reading is taught in the classroom. Individualized remedial instruction which is conducted in the Reading Lab relates directly to what is being taught in the classroom. The success of the high school program is mainly due to the emphasis placed on reading by the classroom teachers.

Once elegibility for the program is established through the Selection Process, the student is given a series of diagnostic tests which establish the student's reading deficiencies. A conference is then held between the student and the reading teacher. At this meeting the student is made aware of any particular reading weaknesses. During the conference the following are discussed:

1. The student's particular reading strengths and weaknesses in these areas:

   (a) Word Recognition (Phonetic Analysis or Structural Analysis)
   (b) Comprehension — literal, interpretive, analytical or critical
   (c) Listening Skills
   (d) Study Skills
   (e) Reference Skills

2. Ways the classroom teacher wil help with reading

3. Ways the parents may be able to help with reading

4. How the reading teacher will be able to help

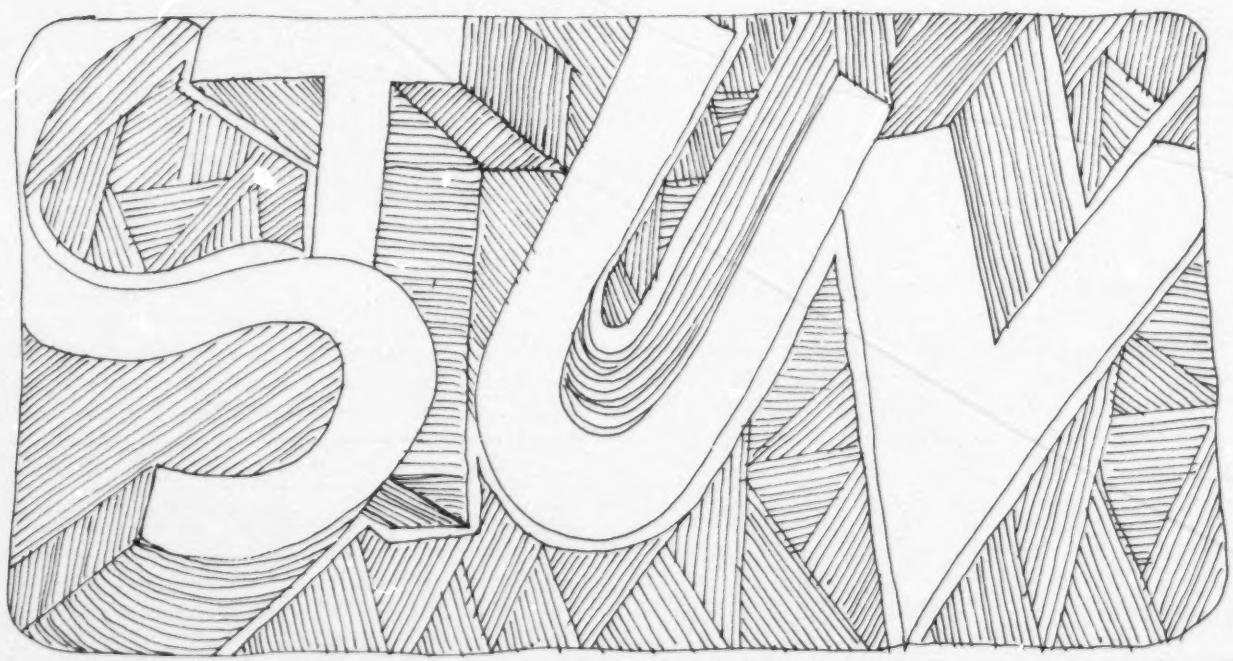
Suggestions are elicited from the student as well as offered by the RIPPS reading teacher. A conference is also held with the parents during which the same information is discussed.

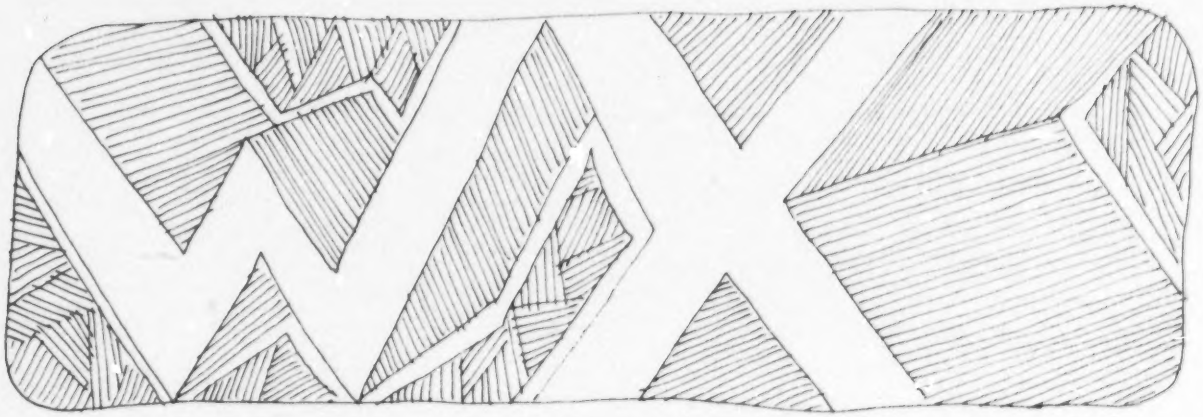
At the high school level the student has the choice of participating in supplementary reading instruction in the Reading Lab or not. This is allowed in order to alleviate the stigma that is sometimes placed on a student who needs special help. If a student chooses not to actually go to the Reading Lab he will remain in the program and receive planned remedial instruction from the content area teachers. The plan is drawn up with in-put from the classroom teacher, the reading teacher, the guidance counselor, the parents and the student. As students begin to experience success they often desire more time and individual help from the reading teacher. It is not always possible to give the amount of help desired due to constraints of time and numbers. It must also be remembered that the RIPPS program, being a Title I, ESEA, program, is meant to be supplementary and complementary to the regular instructional program and not to supplant it.

Since high school teachers have many different students to deal with, and must operate within school structure and time constraints, they are not always aware of each student's problems. The reading teacher assists by writing a reading profile to identify each student in the reading program. (See Appendix). The profile is a special summary of what is contained in the prescription and intervention forms which are prepared for each RIPPS student. The report is given to each of the content area teachers with whom the students are scheduled. The report consists of:

1. Diagnostic and standardized test scores
2. Reading strengths (Examples: good self image, motivate, spelling, etc.)
3. Reading weaknesses (Vocabulary, comprehension, etc.)
4. General observations and specific suggestions on how the classroom teacher can improve the situation.

The profile benefits the student because it identifies his problems and offers the teacher some direction when planning for content area accommodation. With the profile, subject area teachers are given intervention sheets which are used at all levels throughout the program. These sheets define objectives for remediating weaknesses. The objective may be long or short term. Each objective contains remedial interventions (activities and methods the reading teacher would use in the Reading Lab that may not be conducive to classroom use) and classroom accommodations (activities and methods content area teachers may find helpful in meeting an objective in the classroom). The student will usually be working on more than one objective at a time.





Students at the high school do not seem to be interested in reading as a separate subject, but are motivated when activities in the reading program result in success in the classroom. In order to be kept aware of specific classroom activities, the reading teacher provides the classroom teacher with a simple weekly form for each remedial reading student (See Appendix). On this form the teacher is asked to list the work to be covered for the week, including text chapters, papers to be completed, vocabulary, articles to be read, etc. This information is then used with the student when they go to the Reading Lab. Reading skills are taught using content area materials and assignments. For instance, a student may go for remedial reading instruction and take with him his social studies text (or any other subject) and assignment for the week. The reading teacher then proceeds to teach reading skills (such as vocabulary, comprehension, word attack skills, etc.) using this material. This approach produces two major results: (1) the student's level of reading competency begins to improve and (2) his participation and achievement in his regular classes also begins to improve. Other beneficial results are a decrease in absenteeism and in discipline problems, and an increase in the student's self-esteem as noted in RIPPS evaluations.

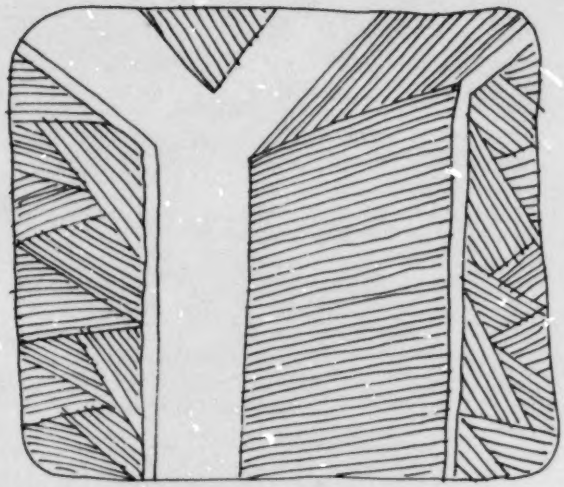
A student's self-esteem is a very important part of the RIPPS program. A great deal of effort is devoted to helping these students overcome the feeling that they are inferior and unable to do well in school. They must be convinced that they do have ability and learning to read is worthwhile. They must be allowed to see that there are things in books, magazines and newspapers that can be of benefit and of interest to them. They also need to be shown that reading can be enjoyable. If their attitudes toward reading can be changed then a great deal more can be done to improve their skills.

The reading teacher does not always have students scheduled. A large portion of time is spent working with the content area teachers. Conferences are held in which each student's progress is discussed. During this time the reading teacher may get insight into better classroom accommodations and whether objectives are being met. In some cases the student may also meet with the content area teacher and reading teacher. At these conferences input by the student enhances classroom success.

The reading teacher is always ready to give direction when it is required. Materials and methods are readily made available to subject area teachers, and teachers may choose the materials which suit their teaching style. Classroom teachers are usually creative in their ways of integrating reading into the curriculum once provided some assistance from the reading specialist.

On a regular basis, information is shared with guidance counselors. These discussions may result in more testing for some students. Information concerning a student's school, home, peer, personality or social problem is exchanged. If the student is not having success in a class, this information is used by the reading teacher. She discusses the problem with the subject area teacher in order to find some means of accommodating the student, so that success is attainable.

The high school reading program has experienced a high degree of success because all (students, faculty, administrators, guidance counselors, reading teacher) have taken the responsibility of finding the answers to reading problems.



Summary

In the remediation of reading difficulties the RIPPS program stresses these underlying guidelines:

Show the student that we feel confident they are capable of learning.

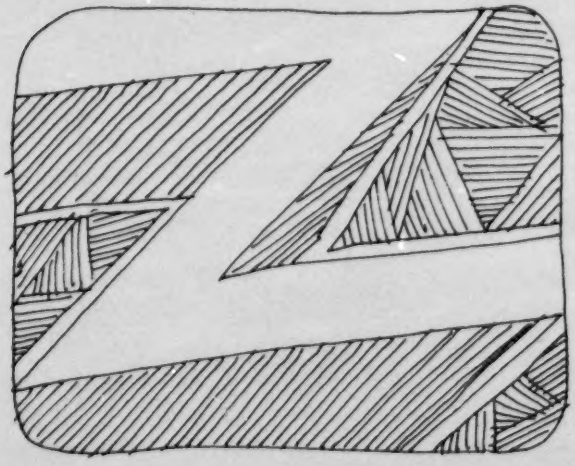
Demonstrate a genuine interest in the students as individuals.

Provide for success and positive feedback

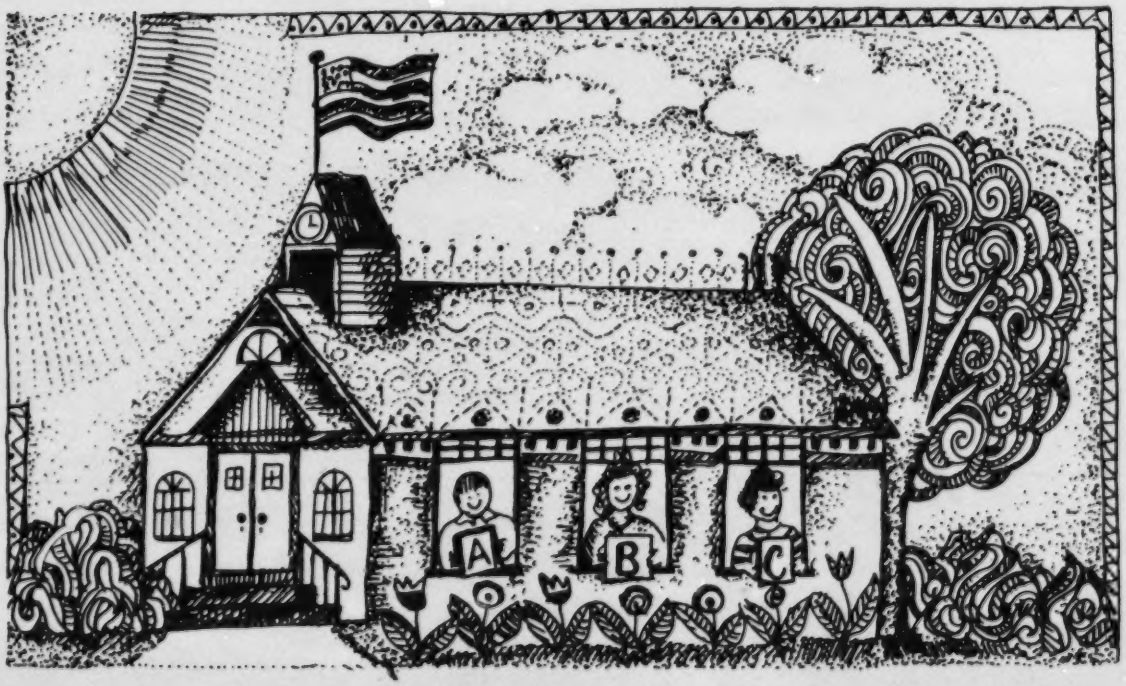
Using these guidelines the RIPPS program begins to see student progress in reading and in developing a positive awareness of himself.

The diagnostic/prescriptive/remedial approach in RIPPS is utilized not as a separate functioning program but rather as an integral part of the total school program. The RIPPS teacher shares responsibility for the reading disadvantaged but does not assume total responsibility. The classroom teacher remains as the key school figure in the process as does the parent as the overall key "educator" of their child.

Through real team work of educators, parents, administrators, and specialists, children are being taught to improve their reading and to realize their full potential both academic and social. A more appropriate title for Project RIPPS probably is Project Common Sense. There are no innovative or imaginative methods or materials that achieve student success rather it is the total involvement of all who come in contact with the child that leads to success.



APPENDIX



ADDENDUM

The Portsmouth School Department as a result of an intensive curriculum effort has adapted the Open Court Language Arts system as it's basal reading program. The program was introduced in grades Kindergarten, 1 and 2 in September, 1978. In September, 1979 it will be picked up in grades 3 and 4. As we progress it will be used in the middle school grades (5-6). The program includes a management system which is used by the reading teachers to evaluate the progress of each of the Title I students. Built into the management component are methods to check each skill for each child and sequential objectives which the reading teachers will help the children achieve. This close coordination between the classroom reading program and the remedial reading program will allow the Title I child a better opportunity to improve his/her reading ability. As Open Court is implemented throughout the grades the Croft Reading Management System will be phased out in Portsmouth as it duplicates the Open Court System. However, for other basal reading texts the Croft system remains an excellent way to check a child's reading skills and to develop a systematic intervention program.

Open Court material are produced by:

Open Court Publishing Co.
P.O. Box 599
LaSalle, Illinois 61301

APPENDIX A

Forms Used

Prescription Sheet	(Kindergarten)
Prescription Sheet	(Grades 1-10)
Intervention Sheet	(Grades K-10)
Special Student Form	(Grades K-10)
Student Reading Profile	(Grades 9-10)
Reading Lab Content Area Work	(Grades 9-10)
Student-Teacher Interaction Profile	(Grades K-10)
Monthly Staff Report	(Grades K-10)
Croft Individual Record Card	(Grades 1-10)
Word-Analysis	
Comprehension	

APPENDIX B

Testing Materials Used

Standardized
Diagnostic

APPENDIX C

Instructional Materials Used

KINDERGARTEN PRESCRIPTION SHEET

Therapist _____ Date _____

Name _____

School _____

Classroom Teacher _____

Visual:

Strategies & Resources

Auditory:

Strategies & Resources

Motor:

Strategies & Resources

Language:

Strategies & Resources

Boehm: Concepts:

Strategies & Resources

PRESCRIPTION SHEET

Date_____

_____PROGRAM

(Name)

Word Analysis: Instructional objectives on word-attack chart.
Teaching strategies and resources:

Comprehension: Instructional objectives on comprehensive chart.
Teaching strategies and resources:

Sight Vocabulary:

Dolch Service Dolch Nouns Basal Personal

Teaching strategies and resources:

Language Experience:

Oral:

Written:

INTERVENTION SHEET

NAME

GOAL

Objective	Remedial Intervention	Classroom Accommodations	Remarks-Date

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES

SPECIAL STUDENT RECORD

Name_____ Date_____

Age_____ Grade_____ School_____

Initiated By_____

CTBS	PRE	POST
Total Reading Score	_____%ile	_____
CAT		
Vocabulary	_____%ile	_____
Comprehension	_____%ile	_____

CLASSROOM READING INVENTORY

Levels:	PRE	POST
Independent	_____	_____
Instructional	_____	_____
Listening Comprehension	_____	_____

Has student repeated a grade? _____ yes _____ no

How long in RIPPS Program? _____

How many years in school? _____

School attendance _____ good _____ fair _____ poor

If fair/poor indicate reason, if known:

Illness_____

Other_____

_____

Comments:

Classroom teacher(s):

Reading teacher(s):

Counselor:

Has there been a previous in-depth evaluation? _____ yes _____ no

READING PROFILE

NAME _____ _____ _____

CAT SCORE _____ LISTENING LEVEL _____

READING LEVEL _____ SPELLING LEVEL _____ _____

_____

STRENGTHS:

WEAKNESSES:

OBSERVATIONS and SUGGESTIONS:

READING LAB CONTENT AREA WORK

Student's Name _____

Teacher _____ Subject _____

Week of _____

Please fill in or check what this student will be responsible for this week.

Text - Chapter _____

Newspaper _____

Magazines _____

Vocabulary _____

Staple other papers or question sheets to this or student may bring materials with him to the lab.

RIPPS

STUDENT - TEACHER

INTER - ACTION PROFILE

STUDENT'S NAME_____

GRADE____ SCHOOL_____

DATE ENTERED RIPPS_____

DATE EXITED RIPPS_____

	Sept. 1st half	Sept. 2nd half	Oct. 1st half	Oct. 2nd. half	Nov. 1st. half	Nov. 2nd. half	Dec. 1st. half	Dec. 2nd. half	Jan. 1st. half	Jan. 2nd. half	Feb. 1st. half	Feb. 2nd. half	Mar. 1st. half	Mar. 2nd. half	Apr. 1st. half	Apr. 2nd. half	May 1st. half	May 2nd. half	Early June	Middle June	COMMENT
DIRECT SERVICES																					
1. Worked with student on regular basis (4-5 days) per week in a group.																					
2. Worked with student 3 days or less in a group.																					
3. Worked with student on regular basis (4-5 days) on an individual basis.																					
4. Worked with student (3 days or less) on individual basis.																					
5. Did not work with student.																					
INDIRECT SERVICES																					
A. Worked with teacher on regular basis (2-4 days weekly).																					
B. Worked with teacher at least weekly.																					
C. Worked with teacher at least bi-weekly.																					
D. Did not work with teacher.																					
E. Student Attendance during Period E, G, F, P.																					

MONTHLY STAFF REPORT

RIPPS

STUDENT - TEACHER

INTER - ACTION PROFILE

Teacher's Name_____

SCHOOL_____

Month _____

	Sept. 1st half	Sept. 2nd half	Oct. 1st half	Oct. 2nd. half	Nov. 1st. half	Nov. 2nd. half	Dec. 1st. half	Dec. 2nd. half	Jan. 1st. half	Jan. 2nd. half	Feb. 1st. half	Feb. 2nd. half	Mar. 1st. half	Mar. 2nd. half	Apr. 1st. half	Apr. 2nd. half	May 1st. half	May 2nd. half	Early June	Middle June	COMMENT
DIRECT SERVICES																					
1. Worked with student on regular basis (4-5 days) per week in a group.																					
2. Worked with student 3 days or less in a group.																					
3. Worked with student on regular basis (4-5 days) on an individual basis.																					
4. Worked with student (3 days or less) on individual basis.																					
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INDIRECT SERVICES																					
A. Worked with teacher on regular basis (2-4 days weekly).																					
B. Worked with teacher at least weekly.																					
C. Worked with teacher at least bi-weekly.																					
D. Did not work with teacher.																					

Name _____

Date of Birth _____

Individual Record Card

the COOPER-McGUIRE
diagnostic word-analysis test

Date Pretest	Date Mastery		
		READINESS OBJECTIVES	
		Goal A **R 1: LETTER NAMES** – Given groups of four letters, the learner will be able to select and mark the letter he hears dictated by the teacher with 80% accuracy. (Test R 1)	m s b e r f t p d n h a w l g o k v u i j y q x z c
		R 2: LETTER SHAPES – The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher, with 80% accuracy. (Test R 2)	a c m s b e r f t p d n j h w l l g o k v u y q x z
		Goal B **R 3: AUDITORY DISCRIMINATION** – Given four pictures whose names begin with three different sounds, the learner will be able to mark the two beginning with the same sound as two dictated words with 80% accuracy. (Test R 3)	% 27 7 13 20 53 33 40 47 80 60 67 73 87 93 100
		R 4: SOUND BLENDING – When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy. (Test R 4)	% 30 40 10 20 70 80 50 60 90 100
		Goal C **R 5: DISCRIMINATION OF WORD FORMS** – Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy. (Test R 5)	% 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
		PHONICS OBJECTIVES (Consonants)	
		Goal A **P 1: SINGLE INITIAL CONSONANTS** – The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 100% accuracy. (Test P 1)	m s b r f t p c(k) d n w c(s) h l k g(j) v y j z g
		P 2: RECALL OF CONSONANT SOUNDS – The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 100% accuracy. (Test P 2)	m c(k) n s p d b g f t r k y h w g(j) v z j l c(s)

Date Pretest	Date Mastery			
		P 3: SUBSTITUTING INITIAL CONSONANTS – The learner will be able to make new words by substituting initial consonants in known, dictated words with 100% accuracy. (Test P 3)		f r m d b p c(k) n g s t j y l w h k c(s) v g(j) z
		P 4: INITIAL CONSONANT WITH CONTEXT – The learner will be able to use the context plus the initial consonant sound to figure out unknown words with 80% accuracy. (Test P 4)		% 10 20 30 40 50 60 70 80 90 100
		P 5: FINAL CONSONANTS – The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 100% accuracy. (Test P 5)		b g t d m n p r f s l(le) k ve ge ce z x
		P 6: POSITION OF CONSONANT SOUND – The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle or end of a dictated word with 80% accuracy. (Test P 6)		% 30 40 50 60 70 80 90 100
		P 7: INITIAL BLENDS – DIGRAPHS – The learner will be able to recognize the consonant blend or digraph he hears at the beginning of two dictated words with 100% accuracy. (Test P 7)	1	sh ch wh th th bl sp br st cl dr cr fl fr gl tr pl gr sl pr
			2	sm qu thr sn tw squ str sw sk spl sc spr scr shr
		P 8: SUBSTITUTION – INITIAL BLENDS & DIGRAPHS – The learner will be able to make new words by substituting initial consonant blends and digraphs in known dictated words with 100% accuracy. (Test P 8)		cl th sw spr tr wh gr sk pl bl pr sp sn st br qu dr shr tw fr scr str ch sl spl cr sm thr squ sc gl sh fl th
		P 9: FINAL BLENDS & DIGRAPHS – The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words with 100% accuracy. (Test P 9)		sh st th ft nd nk nt ng pt lk tch gh sp dge sk ft ld ch lf nch ck mp

Date Pretest	Mastery	PHONICS OBJECTIVES (Vowels)	
		Goal B **P 10: AUDITORY PERCEPTION OF VOWELS** – The learner will be able to recognize and write the vowel he hears in a dictated word with 100% accuracy. (Test P 10)	o i e a a u e u u e i o e a o i u o i a
		P 11: DIFFERENTIATING BETWEEN LONG & SHORT VOWELS – The learner will be able to differentiate between the long and short vowel sounds when they are presented in dictated words with 100% accuracy. (Test P 11)	i a u e a i o e o u
		P 12: IDENTIFYING VOWEL AND SOUND – The learner will be able to identify the vowel heard in a dictated word and record whether its sound is long, short, or r-controlled with 100% accuracy. (Test P 12)	i u a ar e e i er a or o ir o ur u
		P 13: VOWEL DIGRAPHS AND DIPHTHONGS – The learner will be able to identify the letter representing the vowel digraph or diphthong he hears when these sounds are dictated with 100% accuracy. (Test P 13)	o͝o aw ai ea ow oi ou oa ee ow o͞o eu ay au ew oy
		P 14: NUMBER OF VOWELS HEARD IN WORD – The learner will be able to indicate the vowels he hears in dictated words of one or more syllables with 80% accuracy. (Test P 14)	% 0 10 20 30 40 50 60 70 80 90 100
		P 15: VOWEL PRINCIPLES – Given statements of the most common vowel principles, the learner will be able to indicate which one applies to a given word with 100% accuracy. (Test P 15)	Principles 5 3 2 4 1 4 1 5 3 2
		P 16: APPLICATION OF VOWEL PRINCIPLES – Given a list of nonsense words, the learner will be able to mark the vowels to indicate whether they are long, short, r-controlled, or unsounded with 100% accuracy. (Test P 16)	Principles 4 5 2 3 1 2 1 4 3 5
		P 17: APPLICATION OF PHONICS TO NONSENSE WORDS – Given a list of nonsense words, the learner will be able to pronounce them according to the letter sounds and vowel principles that have been taught with 100% accuracy. (Test P 17)	% 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
		STRUCTURAL ANALYSIS OBJECTIVES	
		Goal A **S 1: WORD ENDINGS** – The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated with 100% accuracy. (Test S 1)	ed(d) ed(ed) s est ing es er en ed(t) s

Date Pretest	Mastery			
		S 2: FINDING THE ROOT WORD – The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix) with 100% accuracy. (Test S 2)	1	% 0 10 20 30 40 50 60 70 80 90 100
			2	% 0 10 20 30 40 50 60 70 80 90 100
		Goal B **S 3: COMPOUND WORDS** – Given a compound word, the learner will be able to divide it into its component parts with 80% accuracy. (Test S 3)		% 0 10 20 30 40 50 60 70 80 90 100
		S 4: CONTRACTIONS – The learner will be able to write the two words for which a contraction stands with 100% accuracy. (Test S 4)		% 0 10 20 30 40 50 60 70 80 90 100
		S 5: IDENTIFYING PREFIXES & SUFFIXES – The learner will be able to identify prefixes and suffixes in a list of derivatives with 100% accuracy. (Test S 5)		y in non ness dis ful un ex ment ward able ly pre less sub re mis ish anti ist
		S 6: USE OF PREFIXES & SUFFIXES – Given a list of prefixes and suffixes, the learner will be able to identify the affix to be added to a given root word to make sense in a sentence with 100% accuracy. (Test S 6)		% 0 10 20 30 40 50 60 70 80 90 100
		Goal D **S 7: NUMBER OF SYLLABLES IN A WORD** – The learner will be able to indicate the number of syllables heard in a dictated word by counting the vowel sounds with 100% accuracy. (Test S 7)		% 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
		S 8: APPLICATION OF VOWEL PRINCIPLES TO SYLLABLES – The learner will be able to apply vowel principles to syllables and indicate whether the vowel sound in a syllable is long, short, or r-controlled with 100% accuracy. (Test S 8)		Principles 1 5 2 1 3 2 3 5
		S 9: DIVIDING NONSENSE WORDS INTO SYLLABLES – Given a list of two-syllable nonsense words, the learner will be able to divide them into syllables according to the principles of syllabication with 100% accuracy. (Test S 8)		Principles 2 1 3 6 4 5 1 3 2 5 6 4
		S 10: PRONOUNCING NONSENSE WORDS – Given a list of two-syllable nonsense words, the learner will be able to pronounce them, making application of vowel sounds and principles to syllables with 100% accuracy. (Test S 10)		% 8 17 25 33 42 50 58 67 75 83 92 100

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Individual Record Card

Name _____

Date of Birth _____

the McGuire-Bumpus
diagnostic reading comprehension test

Pattern Identification
cl - classification
sq - sequence
cs - causation
cp - comparison

Level P

Date

Pretest Mastery

Paragraph Reading Objectives

Level I

Date

Pretest Mastery

		A 1: SELECTING DETAILS – The learner will recognize and select the detail taken directly from the paragraph that best completes a sentence. (Test A, Item 1)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
		A 2: TRANSLATING DETAILS – The learner will select a translation of a detail from the paragraph that best completes the sentence. (Test A, Item 2)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
		A 3: IDENTIFYING SIGNAL WORDS – The learner will recognize and select the signal words relating to the paragraph pattern. (Test A, Item 3)	cl cs sq cp cl cp cs sq cp cl cs sq	cl cs sq cp cl cp cs sq cp cl cs sq
		A 4: SELECTING THE MAIN IDEA – The learner will select the one response that best expresses the main idea of the paragraph. (Test A, Item 4)	cl cs sq cp cl cp cs sq cp cl cs sq	cl cs sq cp cl cp cs sq cp cl cs sq
		B 1: DETERMINING IMPLIED DETAILS – The learner will complete a sentence by selecting a detail that is implied by the information given. (Test B, Item 1)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
		B 2: IDENTIFYING ORGANIZATIONAL PATTERNS – The learner will select a statement that tells the relationship among the ideas in the paragraph. (Test B, Item 2)	cp sq sq cs cp cl cp cs cl cs sq cl	cp sq sq cs cp cl cp cs cl cs sq cl
		B 3: INFERRING THE MAIN IDEA – The learner will select the main idea that may be inferred from information in the paragraph. (Test B, Item 3)	cp sq sq cs cp cl cp cs cl cs sq cl	cp sq sq cs cp cl cp cs cl cs sq cl
		C 1: IDENTIFYING THE PROBLEM – The learner will analyze a paragraph and select the question (main idea) that best states the problem. (Test C, Item 1)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
		C 2: DEVELOPING HYPOTHESES – The learner will select the hypothesis that best fits the situation. (Test C, Item 2)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
		C 3: DETERMINING RELEVANT DETAILS – The learner will distinguish between relevant and irrelevant details and select whichever is called for. (Test C, Item 3)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
		D 1: SELECTING CRITERIA FOR JUDGMENT – The learner will select the criterion that is the most appropriate basis for making a judgment. (Test D, Item 1)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
		D 2: MAKING A JUDGMENT – The learner will select a judgment based on the criterion. (Test D, Item 2)	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12

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Name _____

Date of Birth _____

Individual Record Card

the McGuire-Bumpus

diagnostic reading comprehension observation checklist

Date		Readiness Objectives
Pretest	Mastery	
		GOAL A: ORAL LANGUAGE READINESS
		OLR-1 TALKING ABOUT OBJECTS – Given an appropriate object or situation, the learner will talk about it in one or more simple sentences. Concrete Level.
		OLR-2 TALKING ABOUT PICTURES – Given an appropriate graphic illustration of things and events within his experience, the learner will talk about it in one or more simple sentences. Semi-abstract Level.
		OLR-3 TALKING ABOUT EXPERIENCES – Given an appropriate oral stimulus, the learner will talk in one or more simple sentences about past or anticipated experiences related to it. Abstract Level.
		GOAL B: WRITTEN LANGUAGE READINESS
		WLR-1 LANGUAGE EXPERIENCE STORY - CURRENT SITUATION – Given an appropriate object or situation, the learner will dictate in two or three simple sentences an experience story about what he is currently doing. He will "read" it back from memory with more than half the words correct. Concrete Level.
		WLR-2 LANGUAGE EXPERIENCE STORY -- PICTURES – Given an appropriate graphic illustration of things and events within his experience, the learner will dictate an experience story about it in two or three simple sentences. He will "read" it back from memory with more than half the words correct. Semi-abstract Level.
		WLR-3a LANGUAGE EXPERIENCE STORY - PAST OR FUTURE – Given an appropriate oral stimulus, the learner will dictate in two or three simple sentences an experience story about a past or anticipated experience. He will "read" it back from memory with more than half the words correct. Abstract Level.
		WLR-3b SIGHT WORDS – Given the mastery of the preceding objectives and practice in recognizing words taken from the stories, the learner will recognize at sight a minimum of 10 words.
		GOALS C, D, E, F: PATTERN READINESS
		PR-1 CLASSIFICATION -- OBJECTS – Given an appropriate choice of several familiar objects, the learner will choose three that belong to the same class (based on a selected characteristic such as color, size, shape, texture, weight, nature, function, etc.), label them (call them by name), and tell why they belong together. Concrete Level.

Date		
Pretest	Mastery	
		PR-2 CLASSIFICATION -- PICTURES – Given an appropriate choice of illustrations of several familiar objects or events, the learner will choose three that belong to the same class (based on a recognizable characteristic), label them, and tell why they belong together. Semi-abstract Level.
		PR-3 CLASSIFICATION -- WORDS – Given four dictated words, three of which belong to the same class, the learner will select the three that belong together and tell why they do. Abstract Level.
		PR-4 SEQUENCE -- OBJECTS – Given an appropriate group of objects, the learner will seriate them by size, shades of color, texture, etc. Concrete Level.
		PR-5 SEQUENCE -- PICTURES – Given three appropriate pictures, the learner will sequence them and tell the story they depict. Semi-abstract Level.
		PR-6 SEQUENCE -- WORDS – Given three simple oral directions, the learner will follow them in sequence. Abstract Level.
		PR-7 CAUSATION -- OBJECTS – Given an appropriate situation for discussion, the learner will give plausible reasons why an event is occurring or predict its possible outcomes. Concrete Level.
		PR-8 CAUSATION -- PICTURES – Given an appropriate picture, the learner will explain what is occurring and give plausible reasons for it or describe possible outcomes of the event depicted.
		PR-9 CAUSATION -- WORDS – Given an oral story containing instances of the cause-effect pattern, the learner will relate why something happened or will describe the effects of certain actions. Abstract Level.
		PR-10 COMPARISON -- OBJECTS – Given three objects, two of which are alike, the learner will choose the two that are alike and tell how the other one is different. Concrete Level.
		PR-11 COMPARISON -- PICTURES – Given pictures of three objects, two of which are alike, the learner will indicate the two that are alike and tell how the other one is different. Semi-abstract Level.
		PR-12 COMPARISON -- WORDS – Given the names of two objects familiar to him, the learner will tell how they are alike or different. Abstract Level.

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APPENDIX B

Testing Materials Used
Standardized and Diagnostic

(Kindergarten)	Search Kits	Walker Educational Book Corporation
(Kindergarten)	Boehm Test of Basic Concepts	Psychological Corporation
End of (Kindergarten)	Metropolitan Readiness Test	Psychological Corporation
(Grades 1-5)	SRA Reading and Language Arts Grade I Primary I - Form E Grades 2 & 3 Primary II - Form E Grades 4 & 5 Multilevel Blue -Form E	Science Research Association, Inc.
(Grades 6-10)	SRA Reading Comprehension Vocabulary and Language Arts Grades 6 & 7 Multilevel Green - Form E Grade 8 Multilevel Red - Form E Grades 9 & 10 ITED - Form X5	Science Research Association, Inc.
(Grades 1-10)	Short Test of Educational Ability	Science Research Association Inc.
(Grades 1-10)	Dolch Word List	Garrard Publishing, Company
(Grades 1-10)	Cooper-McGuire Diagnostic Word Attack Skills Test (Croft)	Croft Education Services,
(Grades 1-10)	Silvaroli Classroom Reading Inventory	Wm. C. Brown, Company
	McGuire-Bumpus Diagnostic Comprehension Test	Croft Educational Services, Inc.

APPENDIX C

Instructional Materials Used

The Following list of materials is common to the RIPPS program at all levels.

Craig Readers (program at various levels)	Creative Curriculum, Inc.
Magnetic Card Reader	Bell and Howell Audiotronics Califone
Flash X	Educational Development Laboratories
Croft Comprehensive Skills Packs	Croft Educational Publishers
DLM Tapes and Masters Phonetic Analysis Comprehension Visual and Auditory Skills (various levels)	Developmental Learning Materials
Dolch Popper Words (used in various ways)	Garrard Press
Remediation of Learning Disabilities By Robert E. Vallett	Fearon-Pitman, Publishers, Inc.
Phonics We Use Learning Kits Spelling Learning Kits	Lyons and Carnahan, Company

First Course in Phonetic Reading	Education Publishing Service
Second Course in Phonetic Reading	
Barnell, Loft Books (Levels A & B)	Barnell, Loft, Limited

1) Using Context
2) Locating The Answer
3) Following Directions
4) Getting The Facts
5) Working With Sounds

Record Player

Cassette Recorder

Stop Watch